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ABSTRACT

This teacher's guide complements the primary source kits that support the study of history in the elementary, middle, and high school levels. Each primary source selected for the kits, whether it be a photograph, a broadside, a map, or a private letter, reflects a meaningful part of Maryland and U.S. history. The kit may be used to: introduce new topics in the curriculum; facilitate discussion in the classroom; capture students' interest by looking at issues through a "local lens"; involve students in cooperative learning teams; develop and refine students' analytical and problem-solving skills; encourage students to carry out historical research; and initiate National History Day projects. The teaching guide presents many ideas for integrating primary sources into classroom instruction, such as: lesson plan ideas; how to distinguish between primary and secondary sources; how to take a first look at primary sources; and methods for interpreting primary sources. The guide also presents creative ideas from Maryland teachers that encompass a variety of activities for students from icebreakers to in-depth projects for using primary sources. Contains 15 reproducible worksheets. (BT)

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Encountering Maryland's Past

A Teacher's Guide to Interpreting Primary Sources

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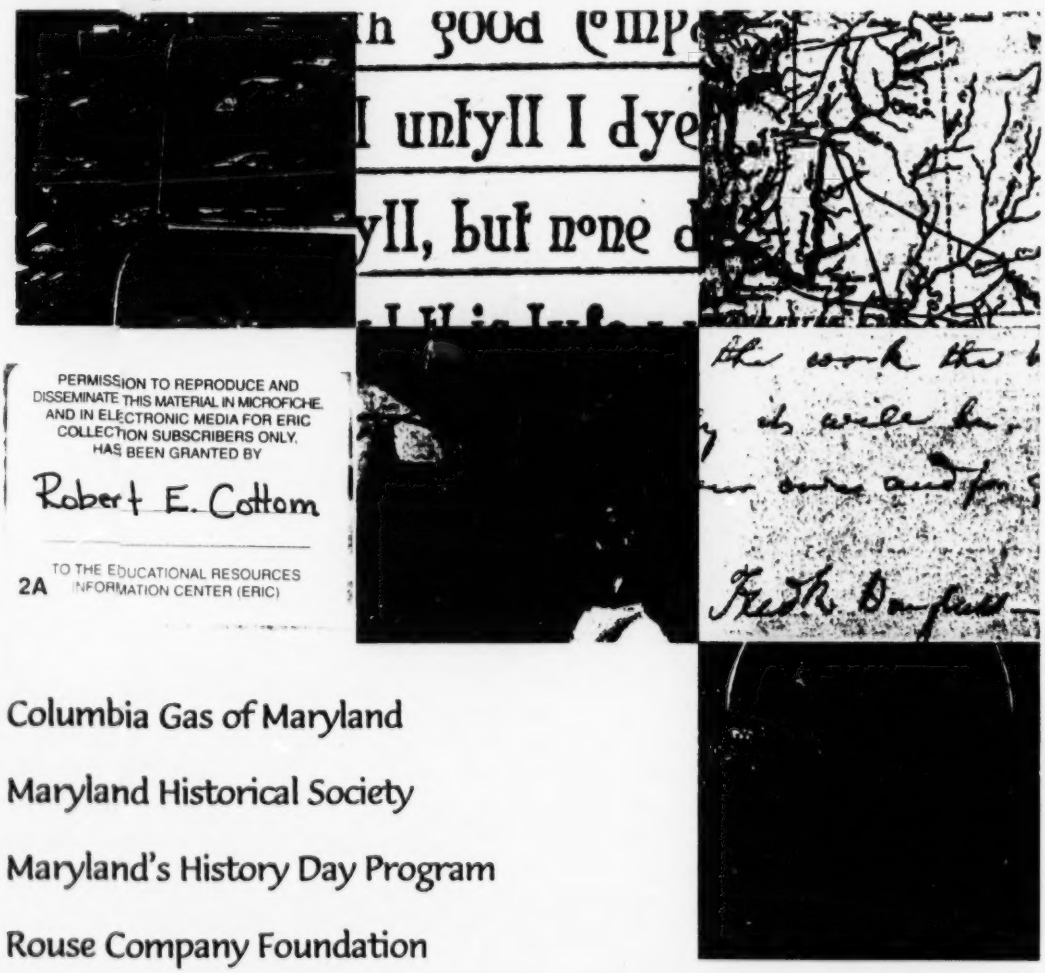

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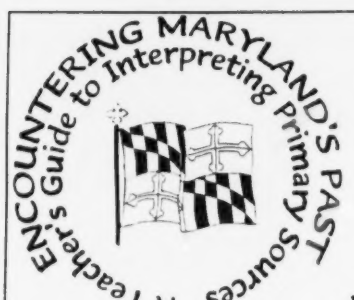

ENCOUNTERING MARYLAND'S PAST
A Primary Source Kit from the Maryland Historical Society

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ENCOUNTERING MARYLAND'S PAST
An Introduction to the Primary Source Kit

Encountering Maryland's Past: Primary Source Kits for the Classroom offer history teachers the opportunity to use primary sources from the Maryland Historical Society to activate students' interest in American history and to encourage participation in National History Day. An annual series, the kits feature original documents, images, maps, oral histories, broadsides, and a variety of other resources relevant to each year's National History Day theme. (For more information on National History Day, see "Introducing National History Day" in the teacher's guide.) Each kit comes complete with a volume of primary sources related to the History Day theme, and *A Teacher's Guide to Interpreting Primary Sources*. The teacher's guide features a set of activity sheets for use in gathering and interpreting data from multiple sources. *All materials in the primary source kits are reproducible.*

Analysis of authentic materials from the past encourages students to connect local history to broader events occurring in the history of the nation. Working with primary sources in the classroom can result in interesting discussions that lead into topics traditionally covered in the American history curriculum. Appropriate for use in elementary, middle, and high school classrooms, the sources can also be employed to teach economics, political science, civics, geography, and other facets of social studies. Teachers may choose to use the primary source kit in one of the following ways:

- To introduce new topics in the curriculum;
- To facilitate discussion in the classroom;
- To capture students' interest by looking at issues through a "local lens";
- To involve students in cooperative learning teams;
- To develop and refine students' analytical and problem-solving skills;
- To encourage students to carry out historical research;
- To kick off National History Day projects.

Introduction to the Components of the Primary Source Kit

A TEACHER'S GUIDE TO INTERPRETING PRIMARY SOURCES

Encountering Maryland's Past: An Introduction to the Primary Source Kit
This section includes an overview of the primary source kit and an introduction to primary and secondary sources.

Strategies for Using Primary Sources in the Classroom
This section presents strategies for incorporating primary sources into the classroom. "Using Primary Sources in the Classroom: Lesson Plan Ideas" includes instructions for taking both a first look and an in-depth look at primary sources. "Using Primary Sources in the Classroom: Creative Ideas from Maryland Teachers" presents a variety of activities for using primary sources to teach history, social studies, language arts, and the arts.

Reproducible Worksheets
This instructional set includes worksheets to teach students how to:

- distinguish between primary and secondary sources;
- interpret different types of primary sources (e.g. broadside/ads, documents, maps, pictures, objects, and oral histories);
- conduct an oral history
- take an idea and turn it into a research project.

The worksheets guide students in a thorough examination of all facets of the source so that they are prepared to make strong conclusions supported by the source. *All of the worksheets are reproducible.* In addition to serving as "tools for decoding" primary sources in ***Encountering Maryland's Past***, the worksheets are designed to work well with a variety of primary sources, including materials teachers might borrow from another cultural institution or bring from home.

Materials Useful for Historical Research Projects
Included in the teacher's guide is a guide for students on how to conduct historical research, guidelines for creating an annotated bibliography, a timeline for History Day and other long-term research projects, and a rubric for assessing student research projects.

Introducing National History Day
This section provides a brief overview of this national program for middle and high school students, including where to go for more information.

VOLUME OF PRIMARY SOURCES

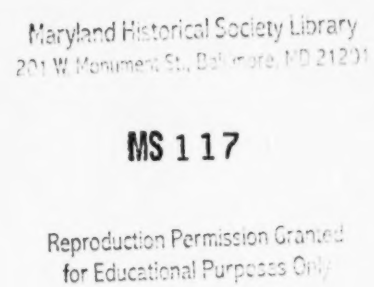
Primary Sources

Within the kits, teachers will find a set of primary sources drawn from the collection of the Maryland Historical Society. Dating from the earliest days of Maryland settlement to the present, each source has relevance to the annual History Day theme.

All primary sources are reproducible. Each source is marked with a stamp that indicates the location of the source within the Maryland Historical Society collection and documents the right to reproduce sources for educational use.

Key to abbreviations

MS = Manuscripts Department
PP = Prints and Photographs Department
REF = Reference Department
VF = Vertical Files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Context Pages

The context pages provide a way for teachers (and students) to familiarize themselves with the sources prior to their use in the classroom. These pages include the following information for each source:

- ***A bibliographic entry***
- ***The What? Who? When? Where? and Why? of the source***
- ***A brief description with background information***
- ***Reference to a secondary source with more information on topic(s) explored by the source***

All references will be to *Maryland: A Middle Temperament* by Robert J. Brugger.

- ***Research topics and discussion prompts***
  Each source is multi-faceted and should lend itself to the discussion and investigation of a variety of topics. Listed on each context page are research topics for each source. Note that some of the research topics are *recurrent themes*, appearing throughout the volume. By focusing on one of the recurrent themes, students can make connections between sources, working with more than one to investigate a general historical theme.

Correlation of Sources with MSPAP and Core Learning Goals for Social Studies

These charts relate the sources to the goals of the Maryland School Performance Program.

"The Top Ten" for Elementary School Students

This section suggests ways to use this volume's sources with elementary school students.

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Historical Sources: An Introduction

All sources provide a window to past events and people's lives. How clear these windows are, and how wide a view they give, depends upon the types of sources historians use to investigate the past. To reconstruct and interpret the past, historians must make use of the evidence left by those who preceded us. The evidence used by historians to interpret the past are divided into two categories: primary and secondary sources. The use of both primary and secondary sources to answer historical questions is a process fraught with challenges. Both types of sources have qualities that make them viable tools for representing the past as well as qualities that cause historians to question their reliability and utility in accurately representing past events or people's lives. Historians must be aware of the positives and negatives of each type of source before they begin to interpret sources and write history based on them. Balancing information from various sources can lead to a more well-rounded and accurate depiction of the past.

PRIMARY SOURCES

Primary sources are records created by people with first-hand knowledge of an event. The "authors" of these sources either participated directly in the activity or witnessed the event from close proximity. Diaries, journals, letters, some newspaper articles, paintings, photographs, legal and government records, wills, maps, speeches, objects of material culture (clothing, tools, etc.), posters, and oral history interviews all may serve as windows to an event or person's life.

Primary sources can personalize the past and illustrate the effects of events on individuals or groups. Students of history are often drawn into the emotional and physical feelings that people experienced at the moment history was being made. The emotion and immediacy that historians gain from the use of primary sources is not without certain obstacles. First-hand accounts reflect the perspective of those who created them. In order to best use primary sources to reconstruct an event or person's life, historians must investigate as many accounts as possible. An awareness of the author's social, political, or economic biases must be weighed in order to interpret how well a primary source reflects an historical event. Each of the primary sources you will work with in the *Encountering Maryland's Past* kits offers these challenges.

TYPES OF PRIMARY SOURCES

Documents: Diaries, journals, reports, letters, minutes of meetings, laws, speeches, inventories, statistics, birth and death certificates, and wills provide first-hand written information regarding historical events and people's lives. Evaluate these accounts to determine how the proximity to an event or person, emotion, or social, political, and economic perspectives may have influenced the account. Once you have assessed

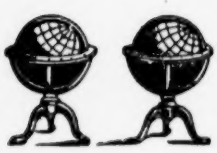
the perspectives of the source's author, as well as your personal biases, you can begin to use documents to reconstruct the past.

Objects: Often referred to as material culture, artifacts left by people also provide historical evidence. The tools, toys, religious objects, furniture, clothing, and architecture of a culture provide a window into the beliefs, norms, and values of a group of people at a time in history. These artifacts often allow you to learn about people who did not leave behind written evidence of their lives. Objects re-create the past in three dimensions. Seeing and touching things from the past may give a sense of what it was like to live in an earlier time. Evaluate objects with the realization that the types of artifacts that survive to the present highlight what people felt was important at the time. Often objects associated with special occasions in peoples' lives are saved while little remains of the everyday.

Pictures: These sources offer a moment "fixed" in time that allow observers the opportunity to view an historical event or person's life. Pictures may reveal customs, preferences, and styles of a time period and permit us to view people at a variety of moments in their lives. Study pictures with the realization that they reflect the judgment of what the subject, photographer, and artist felt was important at that time.

Oral Histories: One way to find out about the past is to talk to people who lived it. Many traces of history are carried in the memories of participants in, and eyewitnesses to, historical events. Interviews can fill in details and add stories left out of the written record or those that were simply forgotten. An obstacle with oral histories is that often, as the distance between an event and the re-telling of it increases, the reliability of the recall decreases. Memory, a desire to rework a person's place in history, and other biases can draw into question the accuracy of oral histories.

Newspapers: Immediate and detailed information can be gleaned from newspaper articles written close to the time of an event. Before utilizing information from a newspaper, determine if the article is an opinion piece, editorial, or feature article. In addition, in order to best make use of newspaper information, particularly newspapers from the 19th century, assess the editorial bias of the paper.



Maps: Maps can reveal the depth of understanding that people in the past had about the physical and political make-up of the world. Examined over time, maps can show technological development and the interrelationship between people and the environment. Key to the use of maps is an understanding that maps are a window into how the mapmaker saw the world.

Ads and Broadsides: Billboards, magazine inserts, and posters offer visual evidence of fashions, trends, prices, priorities, and issues that were important in the past. When using these sources for historical investigation, consider the reasons why the ad was produced and the audience for whom it was intended.

SECONDARY SOURCES

Secondary sources are created by a person who has examined primary sources and used them to interpret a past event. Secondary sources do not reflect the perceptions of someone who had a direct relationship to the event but the study of an event after the fact. Books, magazines, textbooks, and some newspaper articles serve as good examples of secondary sources.

Like primary sources, secondary sources offer a number of obstacles to overcome in order to construct an accurate picture of the past. In particular, historians must check their sources against others to determine if the sources agree or contradict each other. They must take into account both the perspective of the person who created the primary source and their own bias, both of which can affect the interpretation of a source and the telling of an historical story. To give students the opportunity to discover the difference between primary and secondary sources, use the worksheet "Primary vs. Secondary Sources: A Comparison" (in the teacher's guide).

USING PRIMARY SOURCES IN THE CLASSROOM
Creative Ideas from Maryland Teachers

A variety of activities - from icebreakers to in-depth projects -
for using primary sources to teach history, social studies, language arts, and the arts.

TO ADD YOUR IDEAS TO THIS LIST, SEND THEM TO: EDUCATION DEPARTMENT, MARYLAND HISTORICAL SOCIETY, 201 WEST MONUMENT STREET, BALTIMORE, MD 21201

GENERAL IDEAS

Exhibition Curator
Choose a theme. Create a classroom exhibition or bulletin board to explore the theme with a variety of primary sources. Use oral history quotations for the labels.

Gallery Walk
Post a series of primary sources on the wall with a set of questions at each station. Move from station to station in groups to answer the questions with each source. Continue the walk until everyone has had a chance to work with all the sources.

Information Age
Some cultures have relied on oral tradition as the primary means of communication; others, letter-writing; some, e-mail. Investigate how people have recorded and shared information in other times and places. How do you communicate? What evidence will remain for historians of the future? Illustrate your findings on a map or timeline.

Newspaper Reporter
Extrapolate the five "W" questions from a primary source. Use the answers to write a lead paragraph for a news story.

Time Capsule
Create a time capsule to represent life today. Select objects, documents, pictures, and other sources that could teach people in the future about what life is like today.

"What Is It?" Game
Create a source box filled with primary and secondary sources. Sort them into primary and secondary sources. This activity could be done as a relay race.

Who Is It?
Ask a group of teachers to create a bag of primary sources from their lives (one per teacher). Students can work in groups to match the bag with the teacher and draw conclusions about the person based on the sources. Share and justify the conclusions. Use this as a way to introduce the different types of primary sources.

DOCUMENTS

A Family Manuscript
Bring in a diary, letter, or other document from home. Examine each to personalize and find out more about a particular event or time period.

Document Comparison
Identify the purpose of specific documents and compare them to one another (e.g. Magna Carta, Declaration of Independence, United States Constitution, Maryland Constitution, etc.).

English Professor
Look at an old document (a letter, diary, etc.) as an example of writing. Critique it. Is it an example of good writing? Grade it according to today's standards. How do you think language has changed?

Fact vs. Fiction
Use primary sources to authenticate the information and storyline in a work of historical fiction. The book's bibliography will provide sources useful for authentication. How would you change the novel to make it more historically accurate?

Family Tree
Interview family members and examine family documents (e.g. your baby book) to construct a family tree.

Found Poem
Create a "found poem" with excerpts from an oral history or document. Everyone should work with the same source. Ask each student to jot down the four most poignant phrases from the source on large strips of paper. Work together in groups to combine the phrases into a poem. If more than one person selects the same line, it might be used as a title or refrain.

Letters Home
Read and analyze letters about a topic from two opposing viewpoints. Describe the differences and similarities in the information and opinions they convey.

Eyewitness News
Choose an event or time period that all students have witnessed. Ask each person to write an account of the event. Compare them to find the differences and similarities in accounts. See how differing perspectives affect how people view and record an event.

In the Bully Pulpit
Read a speech from the past to introduce a new unit.

Pen Pals
Explore the value of letters as primary sources by writing to a pen pal. Explore ways to use the Internet to partner with a class in another region of the country or the world on a pen pal program.

An Ensemble of Voices
Divide into groups ("expert groups") and assign each group a source with a different account of the same event or time period to study using a series of guide questions. Then move to "discussion groups;" each discussion group should include a student from each one of the "expert groups." Share information from the different primary sources and, as a group, develop generalizations about the event or time period using all the sources.

Voice from the Past
To help students decipher the handwriting in old letters, diaries, and other documents, make a tape recording of the document you will be studying. As students listen to the recording, have them follow the wording of the document.

Walk a Mile in Another Man's Shoes
Choose a person, country, or idea to represent in a discussion of a particular issue. Examine a primary source from that person, country, or idea and use it to prepare a position statement for a debate, talk show, or other presentation.

What's Your Line?
Choose a quotation or idea from a famous figure in history to stimulate a position-taking activity or a debate on a particular issue in history.

MAPS

Cartographer's Comparison
Compare a recent and an historic map of a particular place to see how the place has evolved over time.

Walking to School
Create a primary source to document your own community. Make a map of your walk or ride to school. What do you pass along the way? How far do you travel? What route do you take? What are the strengths and weaknesses of maps as sources of information about the past?

OBJECTS

Broken Glass
Parents can share artifacts and other primary sources upon the verge of destruction and discuss the value of saving them.

Date Detective
Research an old object from your home, a museum, or an antique shop. Find out who made it, and when, why, where, and how it was made. What do you think this object says about the person who made, used, or owned it?

Family Connection
Bring to the classroom family artifacts, perhaps objects brought to the United States by family members who immigrated to America. Have time for show-and-tell, do an object reading using the worksheet "How to Interpret an Object" from ***A Teacher's Guide to Interpreting Primary Sources***, or write object labels and create a classroom exhibit.

Home, Sweet Home
Examine historic estate inventories for clues about the lifestyle of the family who lived in the house. Compare an historic inventory with an inventory of your own home, then draw conclusions about homes, past and present.

Inventory
Take an inventory of the contents of your home or bedroom. Then pass your inventory to a mystery partner who will use the inventory to create a description of the person based on the inventory. See if you can match your description with the right person.

Literature Connection
To make a story come alive, bring in historical artifacts that relate to the story or theme. Act out part of the story and use the artifacts as props.

Mystery Generation
Was it the Depression, the 50s, or the disco age? Gather sources from other school staff members and place them in different paper bags. The class can examine each object and try to determine the decade of the object. If unsuccessful, provide additional clues.

Neighborhood Sketch
Take a walk or drive around your community. Choose a building that you think has historical significance and should be preserved. Document it by sketching, photographing, measuring, and writing about it.

What Is It?
Bring in a "whatsit" (Old kitchen tools often work well for this exercise.). Do an object reading and generate hypotheses about what the object is/was and how it was used. For this activity you may want to use the worksheet "How to Interpret an Object" from *A Teacher's Guide to Interpreting Primary Sources.*

ORAL HISTORIES

A Saturday Afternoon
This activity is a great way to involve students' families. Ask students, their parents, their grandparents, and other relatives to describe a typical Saturday afternoon when they were the students' age. Compare and contrast the descriptions.

Family Ties
Interview relatives about their experiences during a particular event or era in history (e.g. the Depression, World War II, Vietnam War, etc.).

Guest Speaker
Invite a guest speaker to the classroom to share his or her experiences during a particular event or era.

It's a Community Affair
Invite parents and community members to come to school for an afternoon of interviews.

Lights! Camera! Action!
Act out an account of an event from an oral history or document. Read the source aloud as you pantomime what is happening.

My First Decade
Students, parents, and grandparents can each create a timeline of their first decade. Compare childhood experiences using the timelines. This is a great time to use the family album as a primary source.

Practice Interview
To prepare for an oral history interview, partner with someone to read aloud an oral history transcript with one person in the role of interviewer and the other, the interviewee. What worked well? What did not? Students can also practice by interviewing each other.

Yarn Sharing Game

Form a circle. Ask one student to start the game by asking a good oral history question and throwing the ball of yarn (while continuing to hold onto the end of the yarn) to another student who will answer the question. After this student answers, it is his turn to pose a question and throw the ball of yarn (continuing to hold onto a part of the yarn) to another student who will reply. The game continues until all students have had a chance to ask and answer a question, and the students have created a yarn "web."

PICTURES

A Picture is Worth a Thousand Words

This is a good way to get your students looking carefully at pictures. Divide students into groups to play this game. Give each group a picture, a large piece of paper, and a magic marker. Ask groups to jot down as many words as they can think of when looking at the picture. Give them a time limit and play it as a game. The team with the most words wins. Compare the students' perceptions of what they see to what the picture actually represents.

Categories

Gather a selection of pictures about a particular topic or time period. Put them into thematic categories and design a mini-exhibit or collage about one of the categories.

Freeze Frame

Display different paintings or photographs to groups of students. Secretly assign each group one image. Examine the poses and the expressions of the people in the painting or photograph. As a group, act out the picture. See if fellow students can guess which picture each group is re-creating. Compare the "re-enactment" with what the picture actually represents.

Old vs. New

Use a Venn Diagram to compare similarities and differences in two photographs (e.g. a photo of children at play today and 100 years ago).

Photo Mural

Use a variety of photographs and other pictures to create an exhibition or bulletin board about a particular event, time period, or theme.

Slide Show

Download primary source pictures or documents from the Internet. Paste them into a PowerPoint or Hyperstudio presentation or photocopy them onto overhead transparencies. Play period music or read from a primary source when showing the slides or overhead transparencies.

Spinning a Story
Write a story as a team based on a photograph or another kind of picture. Examine the image for ideas and take turns adding a sentence to the story. How historically accurate is your story? Compare it with other primary sources.

The Arts
Have students use works of art or slides of art to analyze and interpret an artist's perspective and purpose.

Title Change
Examine a painting that has an official title; keep the title a secret from the students. Draft a title for the painting based on what you observe. Compare your title with the actual title. How does the title change your perspective of the painting?

True Picture
Bring old photographs from home. Share the photos with a partner who will describe what he or she thinks was happening when the photo was taken. The owner will then reveal the true story of the photo, and the partner will determine the accuracy of his or her guess.

MUSIC

Mood Music
Listen to period music and read lyrics to learn about a particular time period.

Music and Memory
Bring in music that you associate with a particular event or time in your life. Share the music and the stories behind it. Discuss ways memories are evoked by sound.

FIELD TRIPS

For Sale
Take a field trip to an auction or antique store (*Antiques* magazine may also be used.). Use your investigative tools to find out about the person whose property is being sold.

In Person
Tour an historic site to experience primary sources in context.

USING PRIMARY SOURCES IN THE CLASSROOM
Lesson Plan Ideas

Using primary sources in the classroom gives teachers an effective way to engage students' interest in the past, generate higher level thinking, and provide the context for the people and events studied in history courses. Letters, diaries, objects, pictures, news articles, inventories, wills, and other primary sources open history to the students through the eyes, pens, paint brushes, and cameras of those who lived in the past. Primary sources are outstanding teaching tools that take students beyond the confines of the textbook. Working with primary sources, students will learn to analyze history and develop a deeper understanding of the past. To make the study of primary sources productive and rewarding for your students, consider the following ideas for integrating primary sources into classroom instruction.

I. Distinguishing Between Primary and Secondary Sources

Included in *A Teacher's Guide to Interpreting Primary Sources* is the worksheet "Primary vs. Secondary Sources: A Comparison." Designed to guide students to an understanding of the differences between primary and secondary sources, the worksheet gives students the opportunity to examine an historical event by looking at both a primary and a secondary source related to it. Included in the teacher's guide is a primary source with information about the Civil War battle at Gettysburg, Pennsylvania and its impact on Marylanders. In an excerpt from the summer 1863 diary of Margaret Mehring, students may read about this event through the eyes of a 13-year-old girl who lived in western Maryland, just across the border from where the battle occurred. Use the worksheet to compare Margaret's diary entry with information on Gettysburg from an American history textbook. Teachers may also choose to use the worksheet with a primary and secondary source related to another topic.

To carry out the worksheet "Primary vs. Secondary Sources: A Comparison":

1. Have the class read the diary excerpt (or another primary source) and complete the column for primary sources.
2. Next, have the class read a description of Gettysburg and its impact on Marylanders from a textbook (or a teacher-selected secondary source) and complete the complete for secondary sources on the worksheet.
3. After completing the comparison of the primary and secondary sources, have students decide which source provides the most accurate depiction of the event (e.g. Gettysburg and its impact on Marylanders) and compare students' findings in a class discussion.
4. On the back of the worksheet, create a class list of the characteristics of primary and secondary sources based on the two sources you have examined.
5. As an extension of this activity, have students bring in what they believe to be an historical source about themselves or their family. Ask students to exchange sources with a classmate.
6. Using the class list of characteristics of primary and secondary sources as a checklist, students should determine whether the source brought from home is primary or secondary.
7. To conclude, have selected students share the source they evaluated and the reasons they designated it as primary or secondary.

II. Taking a First Look at Primary Sources

Before using the worksheets in this kit, distribute a selection of primary sources to the students and give them a few minutes to examine them. Allow students to ask questions about what they see. Prompt the students' examination of the sources with some of the following questions and activities:

- Write the first 5 adjectives you would use to describe the primary source.
- Read the source aloud, or act it out.
- Is there something we use today that serves the same function? What is it?
- What is the most distinctive or interesting characteristic of the source?
- What clues in the source could help you determine the date of the source?
- Why do you think this source was saved?
- What kinds of information do you think could be derived from this source?
- Does the source reveal a particular point-of-view?
- What could be learned about a time period based on the analysis of this source?

III. Interpreting Primary Sources

USING THE WORKSHEETS

Allow the students to study a primary source individually. After examining the source on their own and recording answers on the appropriate worksheet, pair students to discuss their findings together. This is a good opportunity to pair students or use other cooperative learning strategies (see list below). Primary sources can, at times, be difficult to interpret, and conversation between students can help to deepen students' answers. When using the worksheets, be sure to require students to provide direct evidence from the primary source to support their conclusions. Direct quotations from text or descriptions of visual elements help students justify their conclusions.

The worksheet set includes handouts for use in interpreting each type of primary source: ads/broadsides, documents, maps, newspapers, objects, oral histories, and pictures. Worksheets are designed:

- *to be different*, each focusing on the unique characteristics of the type of primary source it interprets;
- *to share common elements*, including a warm-up and concluding question. For each type of source, students will inquire "What is the most important historical information this source provides?";
- to be general enough for use with a variety of primary sources, including materials teachers might borrow from another cultural institution or bring from home.

FOLLOW-UP DISCUSSION

Engage the students in a discussion of the following questions:

- After examining the document, what questions do you still have?
- Were there any surprises when using this source?
- What are the strengths and limitations of this source?
- Does the document appear to be advocating or communicating a particular perspective?
- What other sources could be consulted to answer your questions and provide different viewpoints?

IV. Kicking Off a Research Project

Encountering Maryland's Past includes a number of resources useful when beginning a research project. After examining a number of primary sources, students can focus their research interests and formulate a thesis with the worksheet "Ideas to projects." In the volume of primary sources, research topics and discussion prompts listed on the "context

page" for each source provide many thought-provoking questions that are good starting points for research. Look for recurrent themes that can help students make connections between sources and draw information from a variety of places and perspectives.

Students ready to embark on a research project should find "Carrying Out an Historical Research Project" a useful guide with step-by-step instructions for conducting research. When documenting the sources of information uncovered through research, refer to "Creating an Annotated Bibliography."

V. Cooperative Learning Strategies

Academic & Social Function:	Strategy & Description:
Expressing ideas and opinions Equal participation, getting acquainted	ROUNDROBIN Each student in turn shares something with his or her teammate.
Seeing alternative hypotheses, values, problem-solving approaches Knowing and respecting different points of view	CORNERS Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within corners, then listen to and paraphase ideas from other corners
Sharing personal information such as hypotheses, reactions and conclusions Participation and listening	THREE-STEP INTERVIEW Students interview each other in paires, first one way, then the other. Students each share with the group information they learned in the interview.
Generating and revising hypotheses, inductive reasoning, deductive reasoning, application Participation and involvement	THINK-PAIR-SHARE Students think to themselves on a topic provided by the teacher; they pair up with another student to discuss it; they then share their thoughts with the class
Analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts Role-taking	TEAM WORD-WEBBING Students write simultaneously on a piece of chart paper, drawing main concepts, supporting elements, and bridges representing the relation of ideas in a concept.
Acquisition and presentation of new material, review, informed debate Interdependence and status equalization	JIGSAW Each student on the team becomes an 'expert' on one topic by working with members from other teams assigned a corresponding expert topic. Upon returning to their teams, each one in turn teaches the group; and students are all assesses on all aspects of the topic.

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CARRYING OUT AN HISTORICAL RESEARCH PROJECT
A Guide for Students

Doing historical research uses the skills of the detective. You must know where to search for clues, how to identify evidence, and how to interpret that evidence in order to make a reasoned case. The source material for historical research is an endless collection of books, letters, speeches, old newspapers, photographs, art, objects, films, maps, diaries, documents, and oral interviews, to name a few!

Like detective work, historical research requires time, patience, creative thought, and, most of all, a game plan. Putting together a strategy before you begin is the key to a project's success. As you choose a topic and begin to focus on it, you need to get a sense of the resources available to study it. An effective research project is a combination of a good topic and good sources. While historians may spend years uncovering sources, once you know the basics, you can carry out historical research and create a project over a period of weeks to several months.

Selecting a Topic and Finding Basic Source Material

Choosing a topic to research is a process of gradually narrowing down the area of history you are interested in and focusing in on a manageable subject. The place to begin your search is in the school or local library. Textbooks and encyclopedias can give you a general overview of possible historical topics. Once you have an idea for a topic and a preliminary thesis, you need to locate more specific sources.

Secondary sources, such as books and articles, list their sources, both primary and secondary, in footnotes and bibliographies. Books written by historians can be found in both public and university libraries. Catalogs, on-line and in print, as well as specialized indexes are useful for finding materials because you can look up topics by key words: names, places, or periods of time. Libraries also have guides and

directories to other historical resources in your area, such as private libraries, archives, museums, and historical societies. Bring a notebook or note cards to record information or money for copying, since many of these materials do not circulate.

Reference librarians are perhaps your best resource for finding information. As professional information gatherers, librarians can suggest ways to go about your research. You should come prepared with an idea of what you are looking for; librarians will not do your thinking for you.

Before you begin to explore the past through primary sources, it is important to have a sense of the time period and the issues you are studying. Background reading of secondary sources sets the context for your subject and should be an on-going process as you collect, examine, and analyze primary sources.

Finding and Using Primary Source Materials

Once you have collected the basic information and sources on your topic, you will want to locate unique sources. In all archives that contain primary resources, there are special rules for how you may use materials. It is best to telephone or e-mail ahead to set up a time to discuss your research project with an archivist or curator. While at the archives, take good notes on catalog numbers, collection names, box numbers, and other information describing where the materials are located within the collections. This information is essential and required for citations in annotated bibliographies and footnotes. Remember, citations are the proof of your research. Many archives and libraries have strict policies about note-taking and copying; pencil is generally the rule in archives!

More and more primary sources are being put on the Internet, and computer technology has, in many ways, revolutionized the way in which historical research is conducted by both students and professional historians. This is particularly true in regions where access to major archives and libraries is limited. Often, however, people believe that "surfing the net" means one-stop shopping for information. Many archives and libraries are putting primary source materials online. However, this represents only a small and select portion of their complete holdings. Use the Internet as a starting point for research, but do not think that a project can be done entirely from the web!

If your topic covers a time period where you may be able to interview people whose recollections can enhance your thesis, you may want to conduct oral histories. For specific guidelines, consult published books on oral histories and interviews. First-

person accounts are often fascinating, but they are only *one* person's views. You should ask permission both to conduct the interview and use the information you collect. Oral histories should be cited as primary sources in bibliographies and footnotes.

Putting It All Together

Building a case around an historical topic, like a legal case, requires that you analyze your collected evidence, interpret it, and put it together in a persuasive way. As mentioned, citations, footnotes, and bibliographies are your proof that you located the essential information for your thesis. The research notes you take on your sources reflect your decision-making about the sources. The information you choose to include in your project will be that which best supports and explains your thesis. Historical research projects contain numerous primary and secondary sources, both general and specific. Whether your project is a paper, an exhibit, a documentary, or a play, the history you present is a product of the entire research process. You must credit any and all information that is not your own, whether you quote or display it directly or simply discuss it. This is what distinguishes a piece of historical research from fiction.

Nonetheless, your history project is very much your creation, whether you examine an issue, an event, or a person from the past. The difference between merely describing a topic and explaining it is how you communicate the information. Does your history simply recite facts, or does it consider bigger issues, such as the causes and effects of an event or a person's actions, and the significance of the topic? Do you present evidence, including expert sources, that support your statements, or do you simply give your opinion? Studying secondary sources, such as historical monographs and journal articles, will give you a good idea of how historians construct their arguments to persuade readers. Notice the language historians use and how they cite their sources.

"Ta-Dah," You Have Made History

As you now can see, getting to the point where you can say that you are finished is the end of a creative and sometimes frustrating process that is never done overnight! Being able to state that your project is history means that you have mastered many skills:

1. How to find an historical topic and narrow it down to a manageable size;
2. How to write a thesis statement that describes the project;

3. How to distinguish, find, and analyze sources about your topic;
4. How to take research notes on your sources;
5. How to document your sources in the form of citations, footnotes, and annotated bibliographies;
6. How to select the information you need from your notes to explain the topic and support the thesis;
7. How to put the information together in a clear and logical way through an introduction, thesis, supporting evidence, and a conclusion.

Beginning with outlines or story boards (for visual projects) to sketch out your ideas, the final product will slowly take shape after a number of drafts. A completed project contains a bibliography listing the sources you used.

Whether you do your project for credit or for fun, learning how to do historical research is an adventure. One way that many students conduct historical research and create projects each year is through participation in the National History Day Program.

A note to teachers: This discussion on the process of developing historical research projects presents a scenario for long-term independent work which can be carried out either by individual students or small groups. It also provides a blueprint for building the necessary skills. Teachers can use research projects as a cumulative activity over the course of a school year leading to a final product. To avoid scheduling difficulties, teachers planning for a long-term research project should consider how much time to allot for teaching skills, finding resources, and working in class. Teachers should also review the curriculum to see where and how the project supports other objectives. Consulting with families, supervisors, and colleagues in other disciplines can assist you as well in managing parts of the project. The results can be fun and very rewarding.

Prepared by: Rachel Brubaker, Maryland's History Day Program, with assistance from National History Day and National History Day in Minnesota and Iowa.

For more information on National History Day in Maryland: contact Maryland's History Day Program at 410-837-5296.

ENCOUNTERING MARYLAND'S PAST
A Teacher's Guide to Interpreting Primary Sources

CREATING AN ANNOTATED BIBLIOGRAPHY

Being able to document where you found your information and what kind of information a source provides is an important part of writing a research paper. Use the following guide to develop an accurate bibliography with annotations.

AD/BROADSIDE

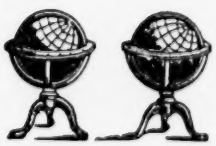
Gamse, H. and Brothers. "Tolchester Beach, MD. [c. 1895]." Color lithograph broadside. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

This broadside is an outstanding source to demonstrate how an increase in technology generated new businesses. In addition, the advertisement prompts a discussion of how technological and scientific advancement influenced leisure time at the turn of the 20th century.

DOCUMENT

Chesapeake and Potomac Telephone Company. "Pay Station Contract of the Chesapeake and Potomac Telephone Company of Baltimore City [1 August 1897]." VF. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

This document is a legal contract that established the parameters for installation and maintenance of a public pay phone in 1897. It provides insight into how a novelty, the telephone, soon became a generator of jobs and wealth.



MAP

The United Railways and Electric Company. "This is Baltimore: An Historic, Pleasant, Thriving City [1925]." Map. PAM 4176. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

This map illustrates the future routes of trolley cars in Baltimore City. This source allows for an examination of the effect that technology can have on government planning and policy and on private businesses.

NEWSPAPER

"Singing by Wire." *Baltimore Sun*, November 30, 1877, p. 4, col. D. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

This newspaper article describes a demonstration of telephone communication between Philadelphia, New York, Baltimore, and Washington, D.C. The source explores how telephone technology had improved over prior tests and the potential that this device could have for changing people's lifestyles.

OBJECT

Potts, H. Sampler [1799]. Silk and linen object. 1967.10.1. Maryland Historical Society, Baltimore, Maryland.

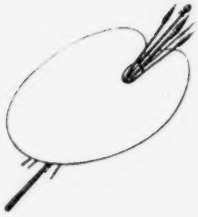
This sampler provides information on H. Potts's geographical knowledge. Map samplers appear in the United States at the end of the 1800s. These embroidered works augmented children's geography lessons as did the drawing and painting of maps and globes.

ORAL HISTORY

Penn, Austin E. Interview by John T. King III, 1 October 1982. Transcript of tape recording. OH 8462. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

This interview with the former CEO of Baltimore Gas and Electric Company provides insight into the 1967 decision by the company to enter into the field of nuclear power. Questions provide useful information on the positives and negatives of nuclear power and the thought process behind this transition.

PICTURE



Photograph of northwest corner of Pratt and Light streets, Baltimore [c. 1921]. MC 6976. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

This picture provides a good view of Baltimore City, c. 1921. It reveals the technological transition from horse and carriage to trolley car and automobile. In addition, the photograph provides insight into how this technological transformation created jobs, affected people's lives, and altered the infrastructure of the city.

SECONDARY SOURCE

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 3-14. Baltimore: The Johns Hopkins University Press, 1988.

This book is an outstanding secondary source that provides insight into Maryland's history from the colonial period through the 1970s. A well-documented source, the bibliographic essay is an excellent resource for locating useful primary and secondary sources.

Encountering Maryland's Past: A Teacher's Guide to Interpreting Primary Sources
RUBRIC FOR HISTORICAL RESEARCH PROJECTS *

Criteria	Thesis	Historical Content and Context	Research	Primary Sources	Significance in History	Conclusions	Presentation of Materials	
Weights								
4	Very effectively relates research to thesis.	Displays expert knowledge of historical content and context.	Highly effective in analysis and interpretation.	Very effectively uses primary sources.	Very effectively determines significance of topic in history.	Draws effective conclusions.	Consistently clear, appropriate, articulate, and organized.	
3	Effectively relates research to thesis.	Displays advanced knowledge of historical content and context.	Effective in analysis and interpretation.	Effectively uses primary sources.	Effectively determines significance of topic in history.	Draws moderately effective conclusions.	Frequently clear, appropriate, articulate, and organized.	
2	Somewhat effectively relates research to thesis.	Displays intermediate knowledge of historical content and context.	Moderately effective in analysis and interpretation.	Somewhat effectively uses primary sources.	Somewhat effectively determines significance of topic in history.	Draws minimally effective conclusions.	Sometimes clear, appropriate, articulate, and organized.	
1	Ineffectively relates research to thesis.	Displays novice knowledge of historical content and context.	Minimally effective in analysis and interpretation.	Ineffectively uses primary sources.	Ineffectively determines significance of topic in history.	Draws incomplete conclusions.	Rarely clear, appropriate, articulate, and organized.	
0	Does not relate research to thesis.	Displays no knowledge of historical content and context.	Ineffective in analysis and interpretation.	Does not use primary sources.	Does not determine significance of topic in history.	Does not draw conclusions.	Never clear, appropriate, articulate, and organized.	TOTAL SCORE Comments on reverse.
SCORE								

** This is a modification of the judge's evaluation form used by National History Day.*

RUBRIC FOR HISTORICAL RESEARCH PROJECTS - COMMENT FORM

Thesis
Historical Content and Context
Research
Primary Sources
Significance in History
Conclusions
Presentation of Materials

NATIONAL HISTORY DAY IN MARYLAND

Maryland's History Day Program is based at the University of Baltimore, with regional programs at Frostburg State University and the University of Maryland, Baltimore County (UMBC). More than 3,000 Maryland students and 150 teachers from public, private, and parochial schools participate in History Day activities each school year through professional-development seminars for teachers, and research and production workshops and competitions for students. Student advancers from the state competition may enter National History Day, held in June at the University of Maryland, College Park, the national program's headquarters.

The National History Day program is an exciting way for students to learn about historical issues, ideas, people and events. History Day motivates students to study the past by allowing them to create original historical research projects related to an annual national theme. Young people, in effect, become public historians by modeling the working methods of scholars, curators, exhibit designers, and documentary film-makers. Participation in National History Day demonstrates that students learn history when they do history.

Each school year, over 600,000 young people in grades six through twelve and 40,000 teachers from across the country embark on an adventure into historical inquiry. Students learn how to conduct primary and secondary research in order to investigate in depth topics of their choice in local, U.S., and world history, and place their topics into historical context. Working individually or in small groups, students present their research in one of several ways: museum-type exhibits, dramatic performances, research papers, and multi-media documentaries.

The final phase of the program is a series of local, state, and national competitions held during the spring. At these competitions students present their History Day projects for evaluation by professional historians and educators. History Day competitions add yet another educational dimension to the program, giving young people opportunities to display their work to the public and their peers from other schools and communities. Judges provide feedback and recognition through positive comments and constructive criticism. In this way, the learning process continues as students discuss the meaning of their topics with professionals.

NATIONAL HISTORY DAY MAKES STUDYING HISTORY FUN AND CHALLENGING FOR STUDENTS BY:

- Giving them opportunities to be creative and inventive through various mediums and technologies;
- Letting them choose topics of interest to them;
- Empowering them to take a stand on historical issues;
- Giving them a forum in which to demonstrate their knowledge and skills to educators and their peers;
- Providing learning opportunities as they advance from level to level of competition;
- Recognizing and rewarding their achievements.

Contact Maryland's History Day Program at 410/837-5296 for more information.
On the Internet: http://www.ubalt.edu/www/lehs/md_history_day.html
State Coordinator: Rachel Brubaker, University of Baltimore

NATIONAL HISTORY DAY BASICS

THEMES

History Day's annual themes facilitate study of topics in local, regional, U.S., or world history. Theme supplements with explanations and ideas are available from National History Day.

2000 Turning Points in History: People, Ideas, Events
2001 Frontiers in History: People, Places, Ideas
2002 Revolution, Reaction, Reform in History
2003 The Individual in History
2004 Rights and Responsibilities in History
2005 Communication in History

PROJECT CATEGORIES

History Day's project categories give options for different types of learners. With the exception of the research paper, students may work individually or in small groups. Each category is evaluated separately during competitions. The rules for creating projects for each category are in the National History Day Contest Guide. All projects must be *student-created* and contain annotated bibliographies of *primary* and *secondary* sources.

Research Paper *Individual only*
Museum-type Exhibit *Individual and Group*
Multi-media Documentary *Individual and Group*
Dramatic Performance *Individual and Group*

AGE DIVISIONS

History Day's two divisions take into account students' ages and developmental levels. The divisions are evaluated separately during competitions.

Junior Division Grades 6-8
Senior Division Grades 9-12

ELIGIBLE STUDENTS

All students in grades six through twelve, whether they learn in public, private, and parochial schools or at home, may participate in History Day.

COMPETITIONS

School and district History Day competitions generally take place between February and March, with state competitions held in April. Students advance from preliminary competitions to the state and national contests. The national contest lasts for one week each June. Students must register in advance in order to enter any competition. Awards range from certificates and medals to monetary prizes. Some levels of contests have entry fees.

Contact Maryland's History Day Program at 410/837-5296 for more information on project categories, divisions, and competitions.

On the Internet: http://www.ubalt.edu/www/lehs/md_history_day.html
State Coordinator: Rachel Brubaker, University of Baltimore

NATIONAL HISTORY DAY IS A TEACHING TOOL

THE NATIONAL HISTORY DAY PROGRAM IS AN EFFECTIVE TEACHING AND ASSESSMENT TOOL FOR THE CLASSROOM WHICH:

- Teaches real-world thinking and communication skills;
- Uses a variety of materials and strategies to engage students in genuine research;
- Provides a structured format that corresponds to the inquiry components of the Maryland state goals for social studies;
- Requires students to master historical content;
- Provides instruction and performance assessment tools that evaluate historical quality;
- Contains components that can be shared across the disciplines.

SKILLS USED FOR HISTORY DAY SUPPORT THE STATE'S OUTCOMES AND LEARNING GOALS FOR SECONDARY SOCIAL STUDIES:

- Investigate, analyze, and interpret primary sources;
- Gather and collect data from maps, graphs, oral histories, and expository text;
- Synthesize researched information in written form;
- Draw conclusions about past events.

TEACHERS MAY USE HISTORY DAY IN THE CLASSROOM IN A VARIETY OF WAYS:

- As a long-term research project that is part of the curriculum;
- As an enrichment activity for individuals or groups of students.
- As the centerpiece of an interdisciplinary team project.
- As a social studies elective or an independent study project.

HISTORY DAY PROVIDES USEFUL INSTRUCTIONAL MATERIALS:

National materials

- *Annual Theme Supplement* Topic and teaching suggestions, lesson plans with primary sources, and a discussion of the role of the Internet in studying history.
- *Contest Guide* Detailed competition rules for the History Day categories.
- *Introducing National History Day Video* A 10-minute overview of the National History Day program plus a look at the national competition.

Maryland materials

- *Encountering Maryland's Past* Primary source kits and teacher's guides, created from the collections of the Maryland Historical Society by Maryland teachers. Each volume corresponds to National History Day's annual theme and contains suggestions for creating research projects. Available from the Maryland Historical Society for $15.00.
- *Using History Day in the Classroom and in the Curriculum* A useful guide for teachers, developed by a "master" Maryland History Day teacher with suggestions on incorporating History Day into the curriculum, from scheduling to assessments.
- *Resource Guide for Studying Maryland History*: Details how students can use local resources to develop National History Day projects for the year's theme.
- *Introductory Project Guide* A useful guide for students with information on everything from selecting and researching topics to creating effective History Day projects.

Most materials are free unless otherwise noted or ordered in quantity. Contact Maryland's History Day Program at 410/837-5296 for more information on ordering and costs.
State Coordinator: Rachel Brubaker, University of Baltimore

ESSENTIAL INFORMATION FOR 1999-2000

National Theme: *Turning Points in History: People, Ideas, Events*

PROGRAM OFFICES

Maryland's History Day Program	University of Baltimore	410/837-5296
National History Day	University of Maryland, College Park	301/314-9379
Central Maryland History Day	UMBC	410/455-2312
Western Maryland History Day	Frostburg State University	301/687-4215

ON THE INTERNET

Maryland's History Day Program: http://www.ubalt.edu/www/lehs/md_history_day.html
National History Day: http://www.thehistorynet.com/NationalHistoryDay

WORKSHOPS AND PRESENTATIONS

For Teachers

Maryland Council for the Social Studies	October 22	Montgomery Blair High School

For Students

Central and Western Maryland Research Workshops	November	UMBC & FSU
Central and Western Maryland Production Workshops	February	UMBC, FSU, other sites

Contact the Maryland office at 410/837-5296 for updates and information on other presentations.
State Coordinator: Rachel Brubaker, University of Baltimore

THE 2000 MARYLAND COMPETITION CALENDAR

County-wide

Charles County	January 28
Calvert County	March 17-19
Prince George's County	April 1

Regional

Western Maryland	March 11; snow date April 1	Frostburg State University
Central Maryland	March 18; snow date t.b.a	UMBC

State

Maryland History Day 2000	April 29	University of Baltimore
National History Day 2000	June 11-15	University of Maryland

NATIONAL HISTORY DAY IN MARYLAND IS SPONSORED BY THE UNIVERSITY OF BALTIMORE AND COLUMBIA GAS OF MARYLAND, WITH SUPPORT FROM THE MARYLAND HUMANITIES COUNCIL.

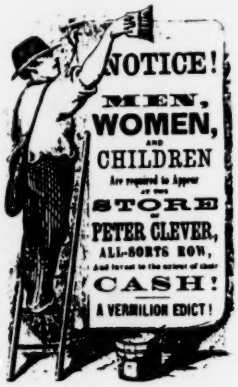
MARYLAND'S HISTORY DAY PROGRAM TIME LINE

	PROGRAM	TEACHERS/MENTORS	STUDENTS
September-November	Do state-wide conferences *October:* Catholic Schools MCSS *November:* AIMS	Create long-term plan, assessment strategies, curricular tie-ins; Coordinate with principal, supervisors & PTA; Set date for school fair	*(Students may begin working on History Day projects in July)*
	Do county in-service presentations	Obtain resource materials for building skills & introducing the program	
	Distribute resource and program materials to teachers and regions; Promote future grants & workshops for teachers	Communicate with regional and state offices Introduce primary and secondary sources; develop research skills	
November-December	Hold research days	Introduce History Day: theme, categories, rules, dates, deadlines Communicate with families	Select general topic; Do secondary research; Begin to narrow topic; Attend research workshop; Divide work tasks (group)
	Communicate with teachers/mentors to check on status	Hold research & library days, work sessions, guest speaker & mentor visits	Conduct primary research; Seek advice from teachers, mentors, family members; Select project category; Construct entry: rough drafts, sketches, materials, production tasks; Attend pre-competition production workshop
December-February	Hold pre-competition production workshops	Assess students' progress	
	Plan regional competitions	Hold school fair: notify school community, families, orient judges, award prizes	
February-March	Develop strategies to publicize competitions & students' projects	Assist students entering regional competitions	*Regional advancers:* Continue researching & revising projects
	Hold regional competitions		
April-June	Plan Maryland History Day Send out state registration materials	Seek school and community recognition for students; Assist students entering state competition	*State advancers:* Improve entry for State History Day
	Hold State History Day	Assist students entering National History Day; seek recognition for students	*National advancers:* Improve entry for National History Day
	Communicate with advancers; plan state events, activities, & press at National History Day	Attend NHD, workshops	Present project at National History Day

ENCOUNTERING MARYLAND'S PAST
A primary source kit from the Maryland Historical Society

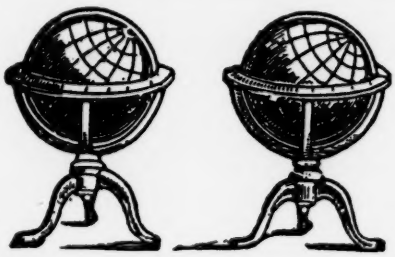
KEY TO
PRIMARY SOURCE ICONS

AD/BROADSIDE



DOCUMENT

MAP

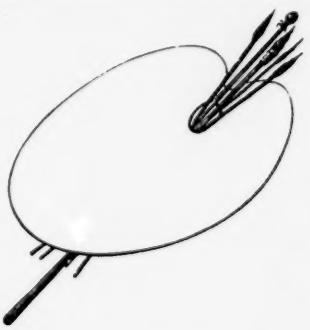


NEWSPAPER

OBJECT

ORAL HISTORY

PICTURE



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Primary vs. Secondary Sources: A Comparison

Examine a historical event by looking at both a primary and a secondary source related to it. Record the information you find in each below.

Primary Source	Secondary Source
Who?	Who?
What?	What?
When?	When?
Where?	Where?
Why?	Why?
Adjectives used to describe the person or event:	Adjectives used to describe the person or event:
Summary of the event/person:	Summary of the event/person:
Strengths of the source:	Strengths of the source:
Weaknesses of the source:	Weaknesses of the source:

Which source do you think provides the most accurate depiction of what happened? Defend your choice with at least three reasons.

1. _____
2. _____
3. _____

Created by the Maryland Historical Society

PRIMARY OR SECONDARY?

In the first column: Make a list of the characteristics of primary and secondary sources based on the two sources you have just examined. Try to list at least six for each type of source.

In the middle column: Examine the source you have brought to class. Check off any characteristics that apply to it.

In the third column: Cite evidence from your source to support your findings.

Characteristics of Primary Sources	Primary or Secondary?	Cite evidence from the source.
1.	❒1.	
2.	❒2.	
3.	❒3.	
4.	❒4.	
5.	❒5.	
6.	❒6.	
Characteristics of Secondary Sources		
1.	❒1.	
2.	❒2.	
3.	❒3.	
4.	❒4.	
5.	❒5.	
6.	❒6.	

Does your source have more of the characteristics of a PRIMARY or a SECONDARY source? _____Primary _____Secondary

Created by the Maryland Historical Society

Mehring, Margaret. Diary [15 June 1863 - 4 September 1863]. Excerpt from diary. MS 1860.
Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

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Sunday 14 we have Cousin Annie was getting along as well as she could & become home. She says that any quantity of soldiers almost passed through Brucerville, all attended Sabbath school in the afternoon. In the evening there was no prayer meeting owing I suppose to the excitement. On Saturday there were twenty five or thirty soldiers that passed here. They looked very nice and clean and rode splendid horses they did not look as if they had seen much service, this morning as I was making up my bed I heard a rumbling noise going by the window to learn the cause I saw that they were commissary & baggage and ammunition waggons most of them were from Maine New York Massachusetts & Vermont. I have no idea as to how many waggons passed as they were passing by for after seven

18

o'clock until twelve. They were going on to Frederick to take supplies to the troops lying there. There are various reports as to the progress of the battle at Gettysburg of which the following are some. Genl Lee is retreating towards Virginia our men following him & have not come in close enough contact to be fighting as yet. Another is that the Rebels are still at Gettysburg & sent a flag of truce in for permission to bury their dead. It is said that Howard is keeping Ewells troops across the river & five thousand left Union town Saturday evening to tear down the bridges along the Potomac and guard the fords. There was another Soldier buried in the Presbyterian graveyard beside of the first one, his name was Thomas Hoyt, he was a native of New York. It seemed hard to see him buried among strangers and by strange hands no friend to follow

19

him to the grave or weep over his nothingness dead. Deprived the comforts of home, with no loving wife or sister to minister to his wants or close his eyes in death. Such is the soldiers lot. This is but a bright picture compared to those who are shot on the battle field. Oh when will this cruel war be over. We had many of our brave officers killed & wounded on Friday & Saturday. General Zeigwick and General Sickles were both killed & Genl Greg wounded. It is reported here today that they have taken the churches in Hagerstown for hospitals. The Signal corps have possession of the Lutheran Church & use the cupola for a signal station. I must close. Maggie

Tuesday morning July the 7 1863

Last evening the sky had the appearance of thunder off west when we arose this morning we found it raining. Dick Jas Bell who has not been here since the first of last

20

week returned again to school to day Nellie S. with returned again this morning Isabella has not as yet returned. Lizzie Withers went home last Monday evening when the first squad of soldiers came to town & has not yet returned I think a mighty loose this afternoon I am afraid I will never learn music. I have known my lessons very well to day. It was reported here to day that more than one half of the government wagons that passed through here were captured by the Rebels, and it is said that a train of a thousand wagons would pass through here to day on their road for Westminster.

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Primary Source to Use with Worksheet "Primary vs. Secondary Sources: A Comparison"
Topic: Battle of Gettysburg from a Maryland Perspective

Use the worksheet "Primary vs. Secondary Sources: A Comparison" to research the battle of Gettysburg. Compare this diary excerpt with information found in an American history textbook.

Thursday evening July the 2 1863

There were Hundred in fifty governments passed through the upper part of town this morning. We saw twenty eight government officers up at Mr Grace Stauffers store. They were out hunting forage for the cavalry stationed near Westminster. Mr Edward Mitchell came home last night. He says that our troops commenced going through Taneytown on Monday morning we had not heard yesterday evening when he returned there was a hundred an fifty thousand that had passed through It was reported here to day that they had a fight at or near Taneytown yesterday morning and that there was a General killed on his body conveyed through here early this morning on its way to Washington to be buried, Another report an most probably the correct one is that they had a fight at Hanover, Pennsylvania. Our General fell back twice on it was not until he was reinforced the third time that he drove the Rebels it was during the second attack the commanding General was killed It is said that the fight was in the streets of Hanover. Last night it was reported that our troops were planting their cannon at Uniontown expecting an attack in the night but this morning came an there was no attack or sign of the Rebs – about. There was in officer in town this morning who said the battle would not be at Uniontown but near Hampstead I suppose that he was not very well acquainted with the neighborhood and the names of the towns as many there are in consequence of Taneytown. Monday night our troops had a slight brush with the Rebels at Westminster our troops entering the town as the Rebels were skedadling. Two of our Soldiers an two of the rebels what were killed on Monday in Westminster were buried there yesterday. Mr Motter reports that the rebels are at Bethel church an approach

that Lives near there brought his horses into town a few moments ago all has been reported so frequently that the rebels are coming for the last five days that it has ceased to cause an extra palpitation of the heart. This has been a beautifull day. Saturday will be the forth of July. I wonder if they will celebrate it in our army. It was that memorable day that our forefathers declared the little colony of thirteen states free an independent. It was hoped on but forth of July by the Patriotic officers an soldiers of our army this forth would claim upon them with the blessing of peace but unluckily for them an us the war appears but little nearer a close than then. I have known my Grandmother very well this week, this Ottie said she saw four Soldiers ride up through town yesterday an that one of them had something that looked like a ball in the side of his face Mr Weaver asked him why he did not have it taken out he replied that he had not time to stop this is certain that it was a ball for the blood was running down his face in a stream He must have been wounded by a Rebel. This is a beautiful day We heard the cannon roaring very distinctly last night and it is supposed that there is a battle going on between Gettysburg an Gettysburg. The sun is shining so brightly an the air is so close that the poor soldiers will suffer terribly for water & many sleepless & weary

Monday evening July the 6 1863

We spent forth of July in eating and talking. It was raining all day but in the evening it stoped. Cousin Minnie was suffering from toothache we went up to the Locusts to get us something to relieve her tooth. Sunday morning there was no preaching in town owing I suppose to the exercises in Taneytown Cousin John Bowers

Primary Source to Use with Worksheet "Primary vs. Secondary Sources: A Comparison" (TRANSCRIPTION)
Topic: Battle of Gettysburg from a Maryland Perspective

Use the worksheet "Primary vs. Secondary Sources: A Comparison" to research the battle of Gettysburg. Compare the diary excerpt with information found in an American history textbook.

Thursday evening July the 2 1863
There were a 6 hundred an fifty government
wagons passed through the upper part of town this
morning. We saw 7 or eight government
officers up at Mr. E···· Stouffers store. They
were out hunting forage for the cavilry stationed
near Uniontown. Mr Edward Atlie came
home last night. He says that our troops
commenced going through Taueytown on
Monday morning an had not ceased yesterday
evening when he returned. There was a hundred
an fifty thousand that had passed through.
It was reported here to day that they had
a fight at or near Tauneytown yesterday
morning and that there was a General
killed an his body conveyed through here
early this morning on its way to Washington
to be buried, Another report an most
probably the correct one is that they had
a fight at Hanover, Pensylvania. Our
General fell back twice an it was not
until he was reinforced the third time
14

that he drove the Rebels it was during the
third attack that the commanding General was
killed It is said that the fight was
in the streets of Hanover. Last night it
was reported that our troops were planting
their cannon at Uniontown expecting an
attack in the night but this morning came
an there was no attack or sign of live
Rebs about. There was an officer in town
this morning who said the battle would
not be at Uniontown but near Tauneytown
I suppose that he was not very well acquainted
with the neighborhood and the names
of the towns near here an ment Hanover
instead of Tauneytown. Monday night our
troops had a slight brush with the Rebels
at Westminster our troops entering the town
as the Rebels were skedadling. 200 of our
solders an two of the rebels that were
killed on Monday in Westminster were
buried there yesterday. Atlie's report has it that
the rebels are at Bethel church an a man
15

that lives near there brought his horses into
town a few moments ago. It has been reported
so frequently that the rebels are coming for
the last few days that it has most ceasedid
to cause an extr pulsation of the heart. This has
been a butifull day. Saturday will be the forth
of July. I wonder if they will celebrate it
in our army. It was that memorable day
that our forefathers declared the little coliny
of thirteen states free an independent
It was hoped on last forth of July by the President,
officers, an soldiers, of our army this forth
would dawn upon them with the blessings
of peace but unluckily for them an us
the war appears but little nearer a close
than then. I have known my lessons
very well this week, Ikie Atlie said he saw
four soldiers ride up thrugh town yesterday
an that one of them had something
that looked like a ball in the side
of his face. Mr. Weaver asked him why
he did not have it taken out he replied
16

that he had not time to stope
Ikie is sertain that it was a ball
for the blood was running down
his face in a stream He must have been
wounded by a Rebel. This is a beautiful
day. We heard the cannon booming very
distinctly last night and it is supposed
that there is a battle going on betwen
Littlestown an Gettysburg. The sun is
shining so brightly an the air is so
close that the poor soldier will
suffer terribly for water I must stop.
Maggie
Monday evening July the 6 1863
We spent forth of July in reading
and talking. It was raining all day but
in the evening it stoped. Cousin
Annie was suferring from toothake
an went up to the docters to get
somthing to relieve her tooth. Sunday
morning there was no preaching in
town owing I suppose to the excitement
in Taney Town Cousin John come down on
17

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Mehring, Margaret. Diary [15 June 1863 - 4 September 1863]. Excerpt from diary. MS 1860.
Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland. (TRANSCRIPTION)

Sunday to see how Cousin Annie was
getting along an wehther she wanted to come
home. He says that any quantity of soldier
almost passed through Bruceville,
We all attended Sabboth school in the
afternoon. In the evening there was
no prayer meeting owing I suppose
to the excitement. On Saturday there
were twenty five or thirty soldier
that passed here. They looked very
nice an clean and rode splendid
horses They didnot look as if they had
seen much service. This morning as
I was making up my bed I heard
a rumbling noise an going to the
window to learn the cause I saw
that they were cominisary baggage
and ammunition waggons Most
of them were from Maine New York
Massachusetts an Vermont . I have no
idea as to how many wagons passed
as they were passing from after seven
18

oclock until twelve. They were going on
to Frederick to take supplies to the troops
lying there. There are various reports as to
the progress of the battle at Gettysburg
of which the following are some. General
Lee is retreting towards Virginia an
our men following him an have not
come in close enough contact to be
fighting as yet. Another is that the Rebels
are still at Gettysburg an sent a flage
of truce in for permission to
bury their dead. It is said that Steward
is trying to cross the river an five
thousand Union troops left Union town Satterday
evening to tear down the bridges
along the Potomac, and guard the fords
There was another Soldier buried in the
Presbyterian graveyard beside of the first
one His name was Thomas -----(Lloyd?). He
was a native of New York. It seemed hard
to see him buried among strangers an
by strange hands no friend to follow
19

him to the grave or weep over his untimely
end denyed the comferts of home, with no
loving ---- or Sister to minister to his
wants or close his eyes in death. Such is
the soldiers lot, This is but a bright
picture compared to those who are
shot on the battle field. Oh when will
this cruel war be over. We had many
of our brave officers killed an wounded
on Friday an Saturday. General Segwick
and General Sickles were both killed General
Greg wounded. It is reported here today
that they have taken the churches in
Taneytown for hospitals. The Signal corps
have possesion of the Lutheran church
an use the cupola for a signal station
I must close. Maggie
Tuesday evening July the 7 1863
Last evening the sky had the appearance
of clearing off but when we arose this morning
we found it raining. Lizzie ---- who has
not been here since the first of last
week returned again to school to day
20

Mollie Smith returned again this morning
Isabell has not as yet returned. -----
---- went home last Monday evening
when the first squad of soldiers came
to town an has not yet returned I took
a music lesson this afternoon an am afraid
I will never learn music I have known
my lessons very well to day. It was
reported here to day that more than
one half of the government wagons
that passed through here were captured
by the Rebels, and that what ---- remain
of them would pass through here to day en route
for Westminster.

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Note: The spelling, capitalization, and punctuation are Mehring's.

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How to interpret an ad or broadside

Title: _____

Topic: _____ Date: _____

Collection of: _____

WARM-UP

Look at the ad or broadside. Think about the ads you see everyday. What current ad is similar to the one you are examining?

_____

_____

_____

_____

_____

_____

How are they alike?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

1. Complete the web on the back.

What is the most important information this source provides? Be sure to cite specific evidence.

_____

_____

_____

_____

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_____

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_____

_____

_____

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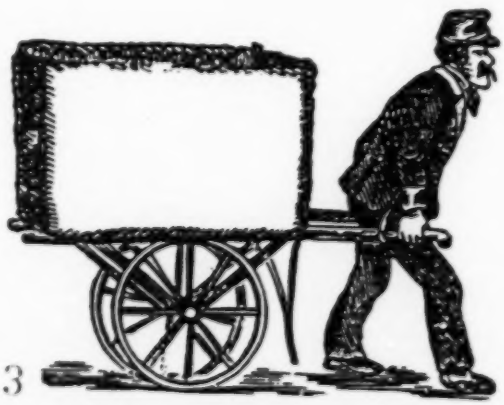

A. What is the ad or broadside selling or promoting?

B. What is the first element in the ad or broadside you are drawn to?

C. Why did the creator of the ad or broadside want to draw your attention to this element?

D. What images or types of images are used in the ad? Why are they included?

E. What is the main idea of the text in the ad or broadside?

F. Who is the intended audience?

What selling points did the advertiser use to appeal to the audience?

G. Is this ad persuasive? Why or why not?

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How to interpret a document

Title: _____

Author: _____ Date : _____

Collection of: _____ Document # or Page #: _____

WARM-UP

Someone saved the document you are using. Why do you think they chose to save it?

_____
_____
_____
_____
_____
_____

What documents in your life might be saved?

_____
_____
_____
_____

What might they tell future historians about you?

_____
_____
_____
_____
_____

1. Using the document, complete the following web.

FORM/ TYPE OF DOCUMENT:	AUDIENCE:
TOPIC:	PURPOSE:

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2. When was the document written? Cite evidence from the source to support your answer.

3. Why was the document created? Cite evidence from your source to support your answer.

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

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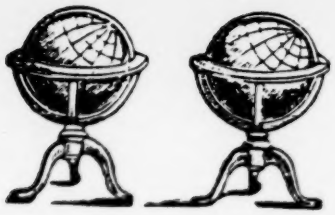

How to interpret a map

Title of Map: _____

Date Created: _____ Mapmaker: _____

Collection of: _____

Place Shown on Map: _____

WARM-UP

Trace a route on your map. Describe this route to another student. Can your partner find the route from your description?

What words were most helpful in describing your route? Why were these useful?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

1. Which of the following map elements can you find on the map?

❑Title ❑Author (mapmaker)

❑Legend ❑Scale

❑Compass ❑Date

2. What does the map tell you about the place and time when it was created?

_____

_____

_____

_____

_____

_____

_____

3. What is the purpose of this map?

_____

_____

_____

_____

_____

_____

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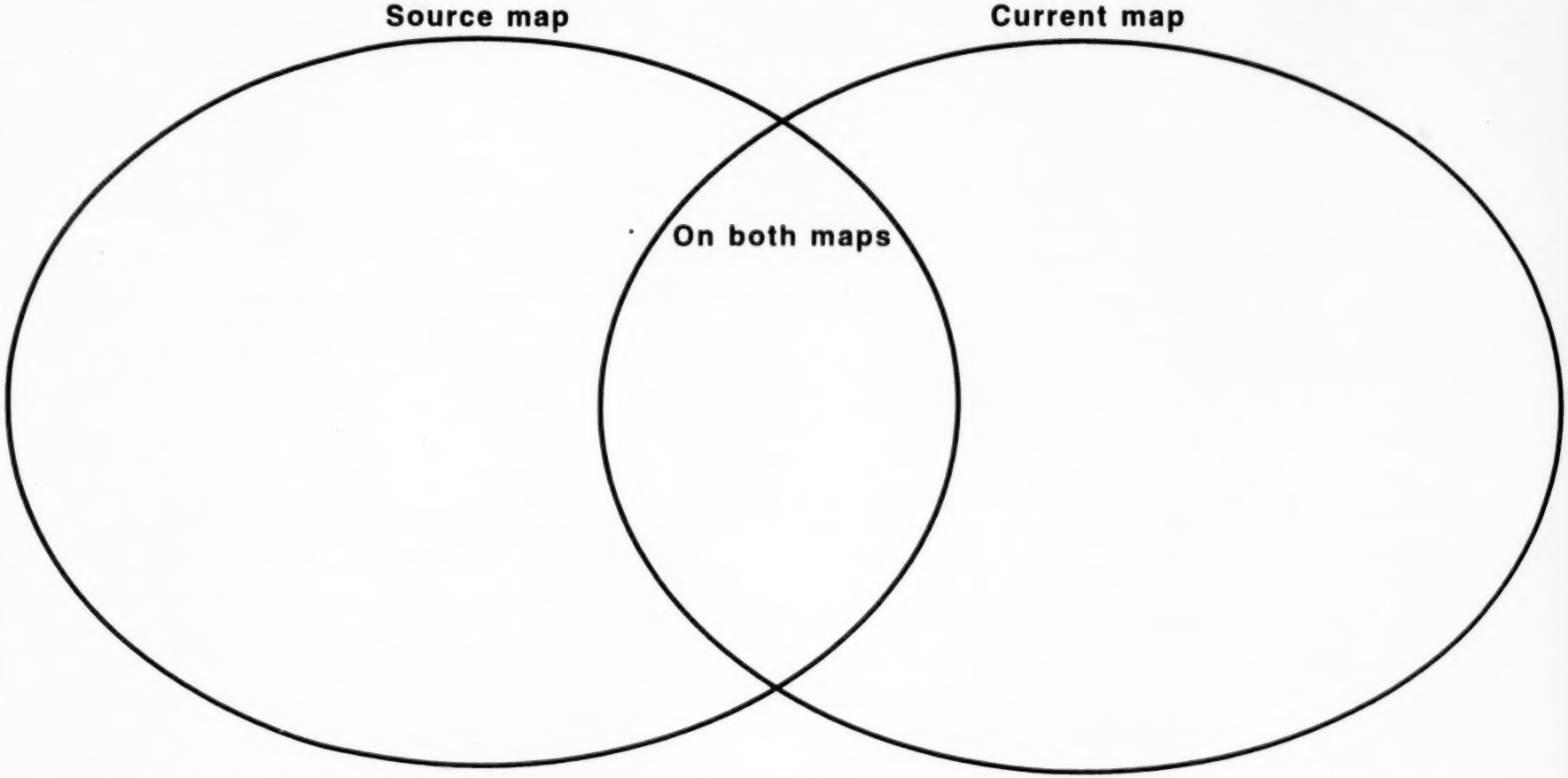
4. Venn Diagram: Compare your map to a current map of the same area. Record information and characteristics that the two have in common and information unique to each below.



What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

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How to interpret a newspaper article

Article Name: _____ Author: _____

Newspaper: _____

City: _____ Date: _____

Page #: _____ Collection of: _____

WARM-UP

What parts of the newspaper do you read?

_____

_____

_____

_____

_____

What do you think that says about you?

_____

_____

_____

_____

_____

As you work with newspapers, think about the people who might have read them.

1. Skim through the newspaper article. What phrases and words catch your attention?

_____

_____

_____

_____

_____

2. What was the author's purpose in writing the article?

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

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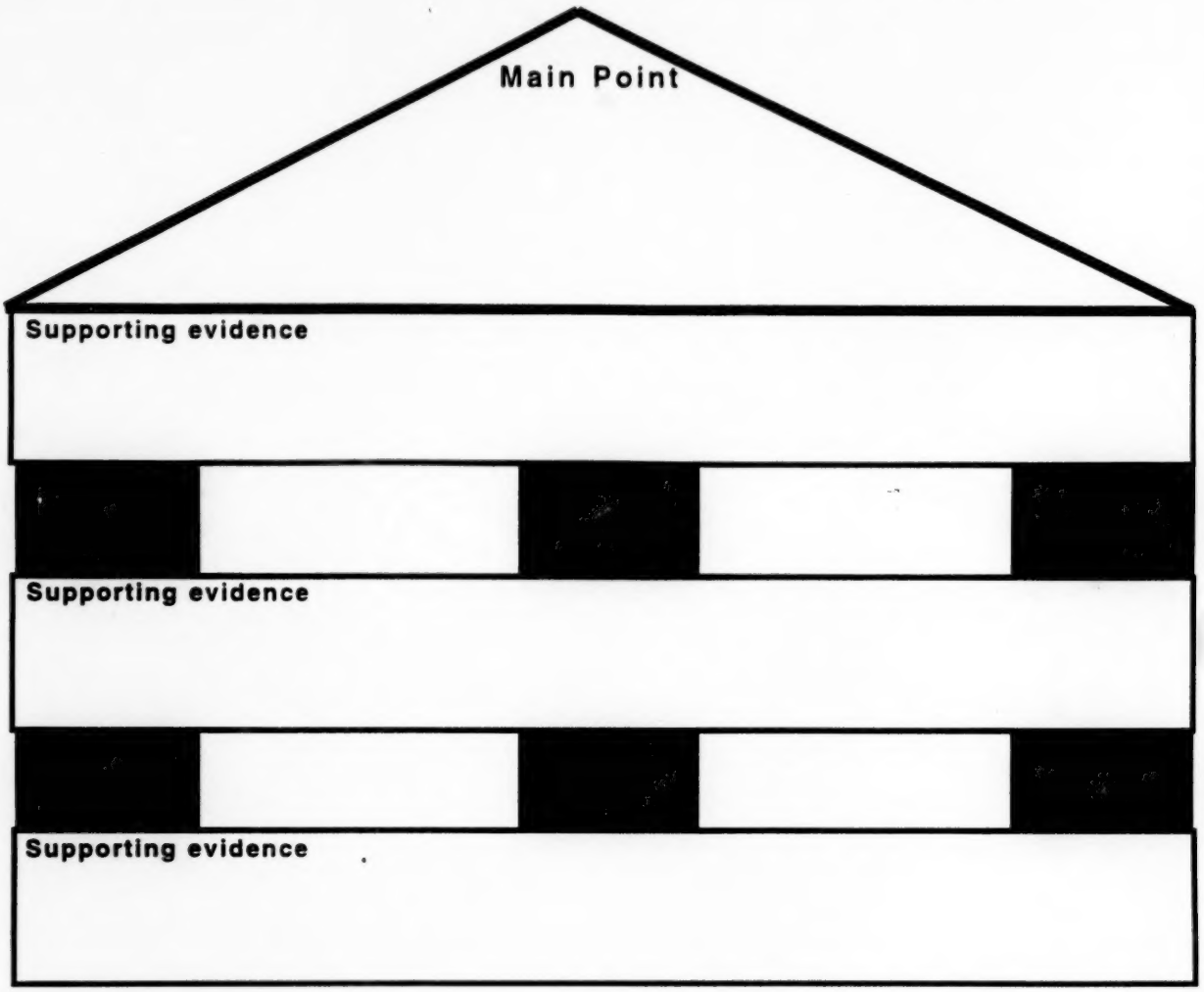
3. Re-read the article. Complete the web below to show the main point of the article and the evidence that supports this point.



What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

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How to interpret an object

Object: _____

Maker: _____ Materials: _____

Where was it made? _____ When? _____

Collection of: _____

WARM-UP

Imagine this object in use. Who would be using it? What other objects would be there? Draw or describe its environment below.

1. Complete the web on the back.

2. What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

_____

_____

_____

_____

_____

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1. What is the object made of?

2. Describe or sketch any distinguishing marks, writing, or other clues that might help determine how the object was used.

6. Is there anything that has replaced this object today? How and why is it different?

OBJECTS

3. Describe how it might have been used.

5. What does the object say about the life, times, and technology of the people who used it?

4. How was this object made? Why was it made this way?

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How to conduct an oral history

My research topic is: _____

WARM-UP

1. List five things you have already learned by researching your topic:
   - ☞ _____
   - ☞ _____
   - ☞ _____
   - ☞ _____
   - ☞ _____

2. Through conducting my interview I hope to learn:

   _____

   _____

3. Brainstorm a list of people you could interview to learn more about your topic.

4. Circle the best person to interview. Why are they the best choice?

   _____

   _____

Developing Interview Questions

Hint: Try to ask open-ended questions - questions that cannot be answered "yes" or "no."

The Question Words: Create questions that begin with the following words.

Topic:			
	What?		☐
	Where?		☐
	When?		☐
	Why?		☐
	How?		☐

Sentence Starters: Fill in the blank to write a question.

Tell me what you remember about... _____. ☐

What is your first memory of... _____? ☐

What was your life like during... _____? ☐

How was your family affected by... _____? ☐

What did you learn from... _____? ☐

Create Your Own Interview Questions:

☞ _____? ☐

☞ _____? ☐

☞ _____? ☐

Revising Your Interview Questions

Read through your questions (above) and cross out any *yes* or *no* questions.
In the boxes number the questions in the order you would like to ask them.
Share your questions with a peer to correct any problems.
Rewrite your questions in order on a separate sheet of paper.

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Introduction to the interview

Read this introduction into the tape recorder before beginning the interview.

"My name is _____. I am a student at _____.

I am conducting an interview with _____ at _____.

This interview is being conducted _____(in person, by telephone, or e-mail).

Today is _____. I have chosen to interview this person about _____,

because _____

He/She was born on _____."

Interview Checklist

Before the interview

- ❑ Conduct research on your topic and identify a goal for your interview.
- ❑ Contact the person you wish to interview.
  - ☞ Introduce yourself (including the name of your school).
  - ☞ Explain the purpose of the interview.
  - ☞ Arrange a time and date for the interview.
- ❑ Develop and review interview questions.
- ❑ Send a letter to confirm the interview date, time, and place.
- ❑ Gather supplies.
  - ☞ Tape recorder and tapes (label with interview date and interviewee's name)
  - ☞ Pencil and paper
- ❑ Do a trial run of the interview with a parent or classmate.

During the interview

- ❑ Arrive on time.
- ❑ Greet the person you will be interviewing.
- ❑ Fill in the blanks for the "Introduction to the Interview."
- ❑ Set up recording device and begin recording - start by reading aloud the "Introduction to the Interview."
- ❑ Conduct the rest of the interview.
- ❑ Thank the interviewee.

After the interview

- ❑ Send a note of appreciation to the person you interviewed.
- ❑ Prepare an outline of the interview.
- ❑ Transcribe the interview and your notes while the interview is still fresh in you mind.

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

Created by the Maryland Historical Society

Conducting an Oral History: Some Helpful Hints

Adapted from *You in History* by Kathryn Smith

1. Select a person who has memories of the time, place, or event in which you are interested. It helps if the person has at least a fair memory and talks easily. If you do not know him or her personally, try to find someone who might introduce the two of you. If not, go to that person and introduce yourself. After you have met, explain your project and ask if he or she would be willing to talk to you about it. Set a time and place that will be convenient.

2. Be clear in your own mind what you want to find out.

3. Finish your background research before the interview. You will be better able to ask good questions and to understand what the person is saying. Bring some other sources such as old pictures or news clippings to prompt reminiscences during the interview. You might say, "I read in the yearbook that you were the most popular person in your class." Interviewees are impressed when the interviewer has done his or her homework.

4. Make a list of questions to use as a guide. Start with general questions which cannot be answered "yes" or "no." For example, "What are some of the things you remember happening at school?", <u>not</u> "Do you remember what teacher you had for first grade?"

5. Be flexible; don't expect to follow your list of questions exactly. You may think of new questions during the interview, and some things will remind your interviewee of other interesting topics you might not have thought to ask about. If he or she gets seriously off the subject, you could bring the interview back to the topic with a reference to a previous item of interest, such as "I was interested in what you said about all the mud on the playground. Can you tell me about that?"

6. Be sensitive to your interviewees. They may be shy or embarrassed when they can't remember dates or events. Don't give them the impression you are testing them. Encourage them to tell stories in their own way, rather than give you specific answers they may not know.

7. As the interview proceeds, be interested, be encouraging, be friendly, and be appreciative. Look the person in the eye. A few "don'ts":

- Don't interrupt.
- Don't offer your own opinions.
- Don't tell the person they are wrong if you have heard or read something different from what he or she is telling you.
- Don't give the impression you know more than he or she does.
- Don't be afraid of short pauses. Give the person time to think. You might miss something if you rush in with a new question at every pause.

8. Ask the interviewee if he or she has any materials, such as photos or clippings, that might help with your research. If something is lent to you, <u>take good care of it and return it as promised.</u>

9. Be friendly. When the interview is over, don't run away. Talk a little about something else. Make sure you have the person's name (spelled correctly), address, and telephone number.

10. Offer to share the results of the project with your interviewee and follow up if he or she is interested.

11. If you are going to use the interview in any public way, be sure to get the permission of your subject in writing.

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How to interpret an oral history

Interview with: _____

Interviewed by: _____

Topic: _____

Date of Interview: _____ Place of Interview: _____

Collection of: _____

WARM-UP

Briefly interview another classmate about the most important event he/she has witnessed. Take notes on your interview:

What problems and challenges did you have getting information from your partner?

_____

_____

_____

_____

1. Read the primary source interview. Briefly summarize the content of the interview.

_____

_____

_____

_____

_____

_____

_____

_____

2. What was the best question the interviewer asked? Why was it the best?

_____

_____

_____

_____

3. What was the worst question the interviewer asked? Why was it the worst?

_____

_____

_____

_____

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4. Did the person experience the events as a participant or spectator?

How does this affect the way the person being interviewed remembers the event? Cite specific evidence from the source to support your answer.

5. What was the purpose of the interview? How do you know?

6. How does this source differ from a textbook description of the same event?

7. How can the textbook and the interview together contribute to your understanding of the event?

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

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How to interpret a picture

Picture Title: _____

Collection Of: _____

Date: _____ Type of Picture: _____

WARM-UP

Sketch the main elements of the picture in the box below or write a caption to describe what is happening.

1. Look at the entire picture. What clues can you find about the location and date of the picture?

_____

_____

_____

_____

Created by the Maryland Historical Society

2. Imagine the picture is divided into four segments. Use the following grid to examine the four parts of the picture.

Objects: Activities: People:	Objects: Activities: People:
Objects: Activities: People:	Objects: Activities: People:

3. What are the main messages of the picture?

4. What are the secondary messages of the picture?

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

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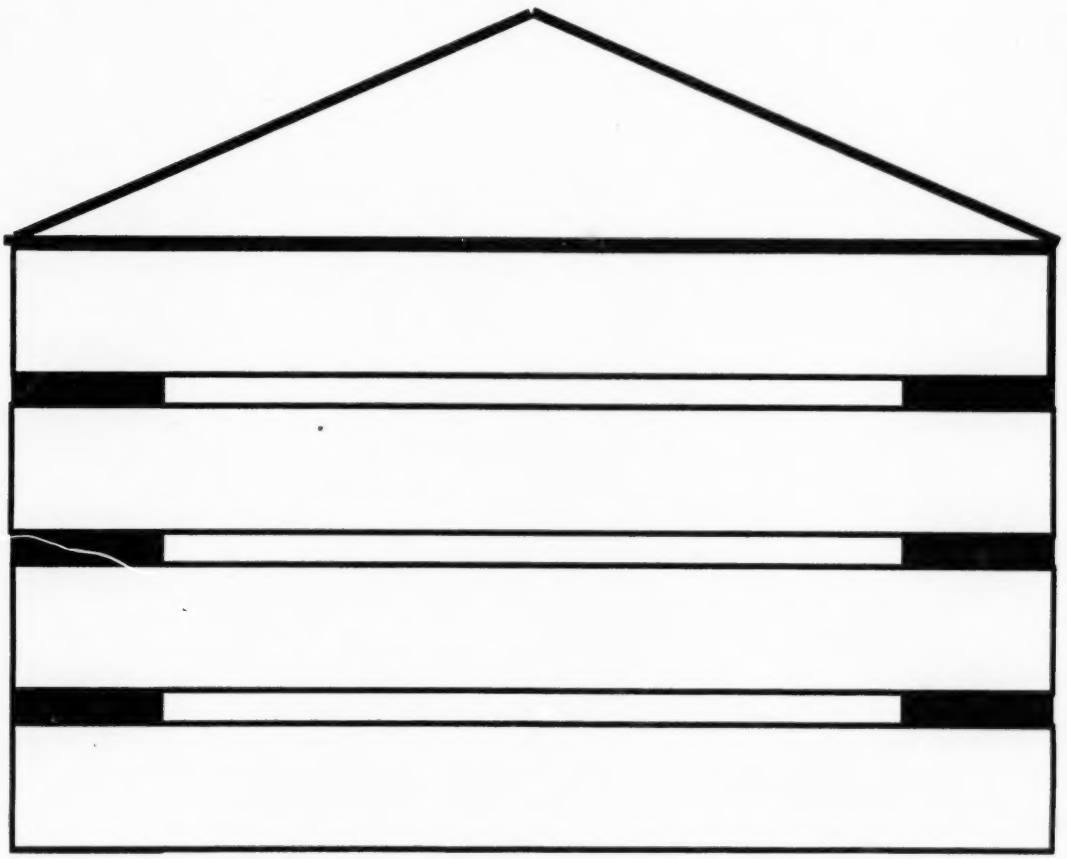
Ideas to projects

1. Start with a general idea:

2. Brainstorm more specific topics from your general idea:



3. Choose ONE specific topic that interests you:

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4. The next step is to create a thesis. What is a thesis?

A THESIS is a provable assertion that creates a purpose for your research and informs the reader what to expect from your work.

5. Write your thesis in the box below. Remember that you will be proving an idea that originated with you.

6. Create a list of primary and secondary sources that might help you in your research:

- ❑ _____
- ❑ _____
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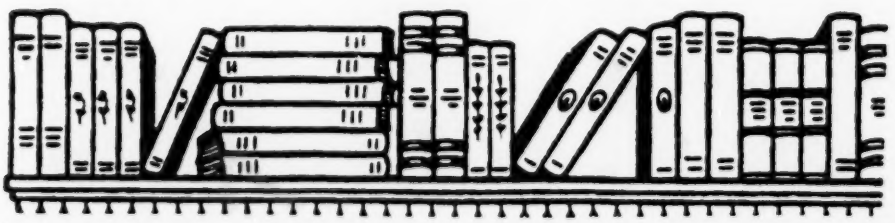

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